



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

### ***Essential Standards: Seventh Grade Social Studies • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social> .

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

## History

### Essential Standard:

**7.H.1 Use historical thinking to analyze various modern societies.**

**Concept(s): Historical Thinking, Historical Narrative, Historical Perspective**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.

#### The student will be able to:

- Create their own charts, graphs, and historical narratives to explain events or issues.

**For example:** Students could use data from various sources (diaries, ship manifests, tax records, maps, magazine and newspaper articles, or literature) to create a timeline of slavery and abolition in the eighteenth and nineteenth centuries.

7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

#### The student will be able to:

- Abstract a general theme or point of a historical document by articulating its word for word, nonfigurative meaning.

**For example:** Students could examine the excerpt of Rev. Martin Niemoller's quote that ends with "Then they came for the Jews, and I did not speak out --Because I was not a Jew. Then they came for me -- and there was no one left to speak for me." When taken literally, this quote means that a man did not speak up and stop people from being taken because he was not part of the group, and then there was no one to help when they came for him. This quote also offers information about the changes that occurred in German society before World War II and what groups did the Nazis persecute.

***Note:** Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document.*

<p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use different sources of information from multiple perspectives (i.e. race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand a particular event or issue.</li> </ul> <p><b>For example:</b> Students will look at a variety of documents that share multiple perspectives on the impact of the Industrial Revolution in 19<sup>th</sup> century England. These could include legal documents from the British parliament, editorials from those for and against industrialization, maps of factory communities that developed, and journal writings from literate parties involved and images of life during that period of time.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The difference between a primary and a secondary source.</li> </ul> <p><b>For Example:</b> PRIMARY SOURCES ARE: Original Documents (excerpts or translations acceptable): Diaries (Diary of Anne Frank - Experiences of a Jewish family during WWII), speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records, government documents (The Constitution of Canada - Canadian History); Creative Works (Plato's Republic - Women in Ancient Greece ); Relics or Artifacts: Pottery (Weavings and pottery - Native American history), furniture, clothing, buildings, etc. SECONDARY SOURCES ARE: Publications: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias, etc. (A journal/magazine article which interprets or reviews previous findings, a history textbook or a book about the effects of WWI).</p>
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## Essential Standard:

### 7.H.2 Understand the implications of global interactions.

**Concept(s):** Global Interaction, Conflict, Nation, Region, Group, Cooperation, Innovation

#### Clarifying Objectives

7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).

#### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Colonization, conquest, and imperialism may alter a people's way of life in positive and negative ways.
- Conflict may begin as ideological struggle and end in physical violence.
- There are multiple perspectives to understand and analyze in order to determine the effects of any type of conflict.
- The effects of conflict are multifaceted.
- Economic conflict may alter the quality of life for citizens in various nations and regions.
- Political conflict may lead to the formation of alliances.
- Political and social conflict may require military intervention.
- Scarcity of resources and political power struggles may result in global conflict.

**For example:** Students could dissect the concept of imperialism in India during the 1700s to determine both the positive and negative effects on Indian society. In terms of positive effects, the British set up a “modern” legal system, built a network of roads and telegraph lines, expanded irrigation systems and missionaries worked to improve health care and provide assistance to the poor. On the other hand, the British changed the traditional economy of India from a largely barter economy to one based on money in order to make the colony profitable for the British crown at the expense of Indian business and industry.

**Additional examples would include:** The Scramble for Africa, Exploration and Colonization of the Americas, Western Arrival to China and Japan (1854) and the corresponding effects of these conflicts on both societies.

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The issues surrounding various conflicts across the globe.</li> <li>• Key concepts including, but not limited to: <ul style="list-style-type: none"> <li>○ genocide</li> <li>○ scarcity</li> <li>○ imperialism</li> <li>○ ethnic cleansing</li> <li>○ isolationism</li> <li>○ refugees</li> </ul> </li> </ul> <p><i>Special Note: Teachers are free to select examples that are developmentally appropriate for the population in which they serve. A special effort should be made to include a variety of conflicts from across the globe. Selection will also be based on current events and relevancy to the students.</i></p>
<p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple organizations are often needed to address issues with global consequences.</li> <li>• Human and capital resources are needed to address issues with global consequences.</li> <li>• Motivations for participating in global consensus building efforts may impact how groups work together.</li> <li>• International cooperative efforts often have mixed results.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Motivations for the person/groups' participation in the global problem-solving process.</li> <li>• Criteria used to evaluate the effectiveness of international cooperative efforts such as the ability to meet the objectives set forth by the group.</li> </ul> <p><b>For example:</b> Students can examine the creation of the League of Nations, evaluate its effectiveness during the post-World War I period and its evolution into the United Nations following World War II. The League of Nations was created to police the international community, but it did not have the ability to impose consequences for groups/nations/regions that violated international law. Additionally, the most powerful nations in the world, like the United States, did not buy into its mission and determinations. This led to an ineffective organization that fell apart when it was needed to help build a coalition to fight Hitler. Lessons learned from this organization were addressed when the United Nations was created during the period immediately following World War II.</p>

7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).

**The student will understand:**

- Innovation in communication allows people and ideas to travel from place to place with greater ease.
- Sharing of ideas and innovations allows for more feedback and analysis, leading to a more refined idea and more efficient innovation.
- Global interaction may be caused by conflict.

Example: The industrialization of Japan during the post-World War II Era. The rebirth and development of this nation's infrastructure, factory system and transportation system were made possible because of the interaction between the victorious United States and defeated Japan.

**The student will now:**

- Types of interactions
  - Military interaction
    - War
    - Tools (hardware or human resources)
  - Economic interaction
  - Social interaction
    - Popular culture
    - Food
    - Clothing
    - Literature
  - Scientific interaction
- Key terms including but not limited to:
  - Innovation
  - Industrialization

7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.

**The student will understand:**

- Diseases impact modern societies differently.
- Disease can cause the extinction of modern societies.
- Cultural ideas will impact how disease is recognized, accepted and treated within modern societies.
- Diseases can be man-made or found in nature.
- A variety of people/groups work together to help fight disease across the globe.

**For example:** The arrival of the Spanish Conquistadors brought Small Pox to the indigenous people that they encountered in the Americas. Those indigenous groups did not have immunity to the disease and consequently lost thousands of people to it.

**The student will know:**

- Key terms including but not limited to:
  - Pandemic
  - Epidemic
  - Communicable disease
  - Deficiency
  - Environmental factors
  - Immunity
  - Biological Warfare
  - NGO (non-governmental organization)
- How disease spreads between cultures.
- Ways that cultures address the impacts of disease.

**For example:** AIDS is a global epidemic that has social, economic and political implications for nations. Educating the community to know about the disease and how to prevent it spread requires financial investment by impacted groups. Research and treatment requires money. Cultural norms contribute to the ease with which the community learns about and deals with the spread of AIDS. In Africa, education of women and men about prevention is the first line of defense. Secondly, society must deal with the results of large infection and death rates due to the disease such as labor shortage and large numbers of orphaned children. NGOs work from a variety of perspectives to address the economic, political and social impacts of AIDS with both industrial and industrializing societies.

## Geography and Environmental Literacy

### Essential Standard:

**7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.**

**Concept(s): Society, Region, Environmental Conditions, Demographic Trends, Conflict, Negotiation, Compromise, Human-Environment Interaction**

### Clarifying Objectives

7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Physical features of a place may influence the settlement patterns of modern societies and regions.
- Human response to environmental conditions may have unintended consequences.

**For example:** The response to the need of oil in the United States prompted drilling off the Gulf of Mexico and eventually led to the Gulf oil spill.

#### The student will know:

- Environmental condition is the state of the environment of a place at a particular time such as: pollution, erosion, deforestation, depopulation, climate, glaciation, desertification, etc.
- Ways in which humans may respond to environmental conditions such as: building dams, planting trees, creating policies and laws to deal with the issue of pollution, redeveloping and area in order to encourage repopulation, etc.
- Natural barriers aid and deter societal development.

**For example:** The Three Gorges dam along the Yangtze River was created to help alleviate flooding along the river, but has generated a variety of additional challenges. In order to create this engineering feat, communities were uprooted and moved and cultural/historical artifacts were lost.

**Other examples include:** Linn Cove Viaduct on the Blue Ridge Parkway in Western North Carolina, the building of the Panama Canal



7.G.1.2 Explain how **demographic trends** (e.g. population growth and decline, push/pull factors and urbanization) lead to **conflict, negotiation, and compromise** in modern societies and regions.

**The student will understand:**

- Rapid population growth may lead to internal conflict over scarce resources.
- Nations with populations that exceed its capacity to care for its people may develop strategies to overcome this issue (i.e. China's one child rule)
- Populations settle in areas where there are sufficient resources in which to meet their needs.
- Changing demographic trends i.e. ethnic make-up, may cause internal conflict among a nation's population or may cause different groups to compromise in order to achieve common goals.

***For example: Bosnia (ethnic cleansing), Increased Muslim Population in Europe, Darfur, genocide.***

**For example:** More and more people of Islamic faith are migrating to Europe in search of greater economic opportunity and political freedom. What these immigrants are finding upon their arrival is discrimination, lack of cultural understanding and legal decisions aimed at making them integrate into European society.

**The student will know:**

- The factors that explain population growth and decline in areas i.e. the lack of arable/fertile land, the relocation of industry, war (refugee population) and political strife, access to health care, and environmental conditions (weather, climate, landforms)
- Key terms including but not limited to:
  - Push/pull factors
  - Population distribution
  - Urbanization

**For example:** Western Europe's population explosion during the Industrial Revolution in the mid 1600s was due, in part to improvements in health care, migration of families to areas where factories/jobs were located, and the ability of families to sustain more children.

**Another example:** The development of the modern nation of Israel is an example of conflict, compromise, and negotiation. In the sixty plus years of Israel's existence, there has been war between Israel her neighbors. There have been times of negotiation and compromise.

<p>7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Various NGOS (local, national and international) and government agencies respond to natural disasters.</li> <li>• Natural disasters may have positive and/or negative consequences.</li> <li>• Preservation efforts may cause positive and negative changes.</li> <li>• Human modifications to the environment may have positive and negative implications.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Strategies and steps that various non-governmental organizations and governmental agencies may undertake in order to response to environmental disasters.</li> </ul> <p><b>For example:</b> Tsunami of 2004 impacted nations around the world and in the region. NGOs from a wide variety of nations sent supplies, resources and, human capital to assist in the search and rescue phase immediately following the disaster and the search and recovery phase that occurred later on. Additionally, people and resources were sent to help with medical needs and the rebuilding of infrastructure in the countries impacted.</p>
<p><b>Essential Standard:</b>  <b>7.G.2Apply the tools of a geographer to understand modern societies and regions.</b></p> <p><b>Concept(s): Society, Region, Geographic Phenomena, Social Issue, Economic Issue, Environmental Issue</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p>7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Parts of a map, charts and graphs (key/legend, compass rose, title, scale, x and y axis, etc.)</li> <li>• Different types of charts and graphs and how to appropriately select them to most effectively display the data.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Create their own maps, charts and/or graphs to explain preexisting data.</li> </ul>

	<p><b>For example:</b> Using data found from researching the African Diaspora and Columbian Exchange, students can create charts, maps and graphs that illustrate migration patterns, origins and destinations, and goods traded over time.</p>
<p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>Maps, charts, graphs, geographic data and available technology tools are used to organize information about geographic phenomena.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Interpret information in and draw conclusions from maps, charts, graphs, geographic data and available technology tools about the social, economic, political, and environmental issues.</li> </ul> <p><b>For example:</b> Students will use charts, maps and graphs to understand the migration of Indians around the world. Indians migrated to southern Africa, the United States and South America in search of political stability, economic opportunity and religious freedom.</p>

## Economics and Financial Literacy

### Essential Standard:

**7.E.1** Understand the economic activities of modern societies and regions.

*If needed, you may include additional information in order to frame the context of the essential standard or unpack further anything that is not clearly stated.*

**Concept(s):** Society, Region, Economic Activity, Competition, Resource, Economic Relationship, Economic Decision, Economic Systems, Personal Financial Decision-Making

### Clarifying Objectives

#### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.E.1.1 Explain how competition for resources affects the economic

#### The student will know:

- Key terms including but not limited to:

relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).	<ul style="list-style-type: none"> <li>○ Colonialism</li> <li>○ Imperialism</li> <li>○ Globalization</li> <li>○ Interdependence</li> </ul>
7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● Key terms including but not limited to: <ul style="list-style-type: none"> <li>○ OPEC</li> <li>○ NAFTA</li> <li>○ G20</li> <li>○ WTO</li> <li>○ EU</li> <li>○ OAS</li> </ul> </li> </ul> <p><i>Special Note: Use this space to add additional information that will clarify the intent of the objective.</i></p>
7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>● Economic systems may vary by</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● Key terms including but not limited to: <ul style="list-style-type: none"> <li>○ Capitalism</li> <li>○ Socialism</li> <li>○ Communism</li> <li>○ Market economies</li> <li>○ Command economies</li> <li>○ Mixed Economies</li> <li>○ Traditional economies</li> </ul> </li> </ul>

7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Making good economic decisions may lead to a better quality of life.</li> <li>• Making bad personal financial decisions may have negative implications for the larger society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The benefits of saving, investing and giving.</li> <li>• Methods people use to save, invest, and create wealth.</li> <li>• How to use credit and borrowing responsibly.</li> <li>• Factors that may negatively impact quality of life e.g. accumulating too much debt, not planning for the future, and spending more than earn.</li> </ul>
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## Civics and Governance

### Essential Standard:

**7.C&G.1** Understand the development of government in modern societies and regions.

**Concept(s):** Societies, Regions, Political Thought, Democracy, Citizenship, Power, Governmental Authority

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).

### The student will understand:

- The ideas found in intellectual, scientific, and cultural movements may have implications for the development of future political thought and governmental development.

### The student will know:

- Various ideas that may have shaped modern political thought such as equality, liberalism, republicanism, one-man-one vote, rule of law, socialism, reason as the primary source of legitimacy and authority, natural rights of man, etc.

<p>7.C&amp;G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Not all democratic societies are the same.</li> <li>• Governmental systems in one society may influence the development of governmental systems in another society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The Western concept of democracy as found in civilizations such as Ancient Roman.</li> <li>• The principles and ideals of Western democracy.</li> <li>• Societies that were influenced by Western democracy such as the United States.</li> <li>• Criteria to judge the extent to which the Western concept of democracy influenced a society.</li> </ul> <p><b>For example:</b> using the principles and ideals of Western democracy as a source of comparison.</p>
<p>7.C&amp;G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The requirements for and responsibilities of citizenship of a nation may differ based on type of government and the values and beliefs of that society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The requirements for citizenship in various nations around the world.</li> <li>• The responsibilities of citizenship in various nations around the world.</li> </ul>
<p>7.C&amp;G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The source of political power in a society does not always rest in the hands governmental authority.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various sources of political power in a society such as wealthy land owners, religious groups, heads of state, etc.</li> </ul>

## Culture

### Essential Standard:

**7.C.1** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

**Concept(s):** Societies, Regions, Cultural Values, Individuals, Groups, Political Entities, Cultural Expressions

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).

#### The student will understand:

- Differing cultural values and belief systems in a society may serve as a source of conflict.
- Common values and beliefs may serve to build relationships among various cultural groups.
- Cultural groups are more alike than they are different.
- Monuments and art treasures make a shared past visible and thus strengthen inter-cultural ties.
- Cultural exchange contributes to mutual understanding between societies and peoples which can prevent prejudice and hate.
- Societies and regions may unite around shared principles of ethics.

#### The student will know:

- Instances in which different cultural groups united around issues such as humanitarian efforts, shared religious beliefs, etc.
- Instances where cultural groups were in complete opposition to one another such as disputes over belief systems and religious and other cultural practices.

7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

#### The student will understand:

- Cultural expressions of the past may be reflected in modern society in various ways.
- Expressions of culture may bring about political and social change by exposing political and social issues.

For example: After seeing photographs of children who were affected by the dropping of the

	<p>---serve as a means of solving conflict: art places society under scrutiny, opens up difficult topics and breaks down stereotypes and taboos.</p> <p>---cultural activities make people resilient and can help heal the wounds of those traumatized by violent conflict.</p> <p>---art enables us to record people's stories for future generations and thus helps to prevent conflict in the future.</p> <ul style="list-style-type: none"> <li>• In times of need, cultural expressions such as songs, writings and works of art can be a beacon of hope and comfort.</li> </ul> <p><b>For example:</b> The United Nations uses theatre in Kosovo to help people deal with the pain of loss felt during the war in Kosovo (year???). The Center for Children's Theatre Development is working with the United Nations Mission in Kosovo's Office on Missing Persons and Forensics on a theatrical project known as Voices where relatives of Serbian and Albanian people who are still missing take an active role in the writing of history. This helps them deal with the pain inflicted on them by the war. Theatre project participants interview families of the mission person and use these interviews to create scenes in the play with the hopes of getting the audience to identify collectively rather than individually with what they see on stage.</p> <ul style="list-style-type: none"> <li>• Conflicting ideas regarding cultural expressions often leads to conflict and suppression. <ul style="list-style-type: none"> <li>--- the burning of books, the incarceration of writers and artists, the destruction of cultural heritage</li> </ul> </li> <li>• Art and culture create space for imagination, dialogue and interpretation. <ul style="list-style-type: none"> <li>---artists are giving shape to reality – searching for alternative solutions and other values – a free society needs cultural innovation – art is also an aim in itself, as a mirror and interpreter of our existence.</li> </ul> </li> <li>• Monuments and art treasures make a shared past visible and thus strengthen inter-cultural ties.</li> <li>• Cultural heritage reinforces cultural and historical self-awareness.</li> <li>• Cultural exchange can enrich our lives by inspiring new forms of artistic expression and providing new insights that broaden our horizons.</li> <li>• Expressions of culture can be a means of improving the quality of life of a nation.</li> </ul>
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	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Cultural expressions are generally associated with archives, works of art, places of worship and monuments, but it also exists in less tangible forms: language, music and dance, festivities, rituals and traditional craftsmanship.</li> <li>• Specific instances where cultural expressions of the past were reflected in modern society.</li> <li>• Art and other expressions of culture give people self-respect, belief in the future, and a platform for freedom of speech and expression.</li> <li>• Ways in which the media transform society e.g. keeping people informed, but also the power to persuade people using certain images.</li> <li>• Ways in which cultural expressions can improve quality of life e.g. attracting tourists to a place; cultural projects creating jobs and generating income.</li> </ul>
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